**The Kindergarten Core and MORE Instruction Checklist**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Review #s 1-3; Ask “What do you know about ‘four’?” Show # 4.  Show counters/manipulatives and crayons. Say, “We will use these today to help us with knowing the # 4.”  Animated video from Pearson Success Net for lesson 4-3 using document camera | |
| **BUILDING A FOUNDATION** (5 MINUTES) | |
| Introduce vocabulary: “four”, “five”  Show the word “four” and the number 4. Have kids practice reading the word FOUR; use different voices.  Ask students to hold up 4 fingers each time they hear the word “four”.  Use Spiral Review and Problem of the Day.  Do the same for “five”. | |
| **WHOLE GROUP INSTRUCTION: Concrete** (10 MINUTES) | |
| Use counters, enough for each student at tables.  Use student workbook. Pull out Lesson 4-3; Do together at the carpet. Model first example. Choose a few students to come up and complete the rest while other students are doing the problem in the air. Turn and check the answer with partner. Another option is to use mini white boards for written responses.  Do this for both “four” and “five”. | |
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| **SCAFFOLDED INSTRUCTION: Representational** (10 MINUTES) |
| See “Additional Activity” on page 57. Demonstrate how to fold a page of paper in half; use sticker dots, 4 of one color on one side and 5 of another color on the other side. |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) – during centers |
| Record information in math journals and complete take home independent practice sheets |
| **FORMATIVE ASSESSMENT** (5 MINUTES) |
| Rove room to check understanding |